

interested in Linnaeus the taxonomist, the book could become tedious at times; but there is much of historical and scientific interest (primarily to the botanist). The text and the illustrations are of very high quality. A well-written appendix (by William T. Stearn) will prove helpful to those not conversant with the Linnaean system of classification. A short bibliography is included.

Kingsley L. Greene
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Morrisville

Source Book

DICTIONARY OF BIOLOGY, by Edward B. Steen. 1971. Barnes & Noble, New York. 630 p. \$3.95 (softback).

This dictionary contains approximately 12,000 terms, from "aardvark" to "zymology." Terms that have come into use recently are included along with familiar ones. The definitions are terse. If a term has more than one meaning, in various fields of biology, each meaning is defined.

The dictionary is easy to use, and the definitions are readily understandable. It is possible to know at a glance if other words with similar meanings are included in the dictionary and if the meaning is in general use in biology or is limited to zoology, botany, or any one of 14 other fields.

This volume belongs on the bookshelf of any biology teacher. It is also recommended for the school library reference shelf, but I doubt whether the binding could withstand hard use there.

Harold G. Liebherr
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Textbooks

LIVING SYSTEMS: PRINCIPLES AND RELATIONSHIPS, by James M. Ford and James E. Monroe. 1971. Harper and Row, Inc., New York. 444 p. \$9.95.

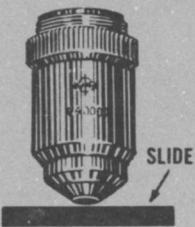
According to the authors, this book is designed for either a general-education biology course or for a course for biology majors. It has 11 chapters and a 15-page glossary. There are three appendices: an extensive classification scheme, a brief exposition of data-interpretation, and a list of the major fields of biology. The latter two appendices are too brief to be of any real value to the student. Each chapter concludes with a summary, several review questions, and an extensive supplementary-reading list; these are useful features.

The book is otherwise rather standard fare. Most topics of general interest are at least mentioned; some are given

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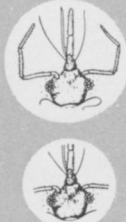
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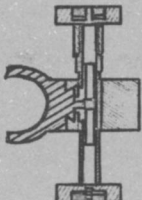
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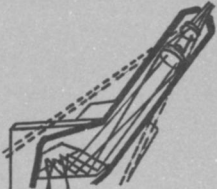
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heavier coverage than others. Animal behavior is nearly ignored: the appendix does not mention it as a discipline, and in the text it is relegated to a few pages under the general subject of "populations."

The book appears to lack any unifying theme; thus the title *Living Systems* is something of a misnomer. One might expect from such a title that at long last we were being given a "systems approach" to biology, but such is not the case. It is doubtful that many high school libraries will want to acquire the book. It is doubtful, also, that it will be used as a text-

book in secondary-school advanced courses.

Howard H. Hagerman
Michigan State University
East Lansing

BIO-LEARNING GUIDE, by C. Benjamin Meleca, Phyllis E. Jackson, Roger K. Burnard, and David M. Dennis. 1971. Burgess Publishing Co., Minneapolis. 336 p. \$8.45.

The authors have done well in presenting an up-to-date introductory-biology course. The materials consist of the *Bio-Learning Guide*, which can